

## JAMES F BYRNES HIGH

150 East Main Street  
Duncan, South Carolina 29334

**GRADES** 9-12 High School

**ENROLLMENT** 1,774 Students

**PRINCIPAL** Richard K. McClure 864-949-2355

**SUPERINTENDENT** Scott Turner 864-949-2350

**BOARD CHAIR** Bo Corne 864-949-0860

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	12	0	0	0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Excellent	Unsatisfactory	No
<b>2004</b>	Excellent	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	80.9	N/A	N/A	78.3	N/A	N/A
<b>Passed 1 subtest</b>	8.6	N/A	N/A	11.2	N/A	N/A
<b>Passed no subtests</b>	10.6	N/A	N/A	10.5	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	97.8%	95.9%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	17.4	17.9
<b>Seniors who met the SAT/ACT requirement</b>	18.5	18.3
<b>Seniors who met the grade point average</b>	54.0	57.8

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	321	258
<b>Number of Diplomas</b>	278	208
<b>Rate</b>	86.6%	80.7%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	317	97.8	298	17.4	321	86.6	NO
<b>Gender</b>							
Male	148	98.6	146	19.2	161	81.4	N/A
Female	169	97.0	152	15.8	160	91.9	N/A
<b>Racial/Ethnic Group</b>							
White	243	98.4	229	22.3	247	86.2	N/A
African-American	65	95.4	61	1.6	65	87.7	
Asian/Pacific Islander	4	I/S	4	I/S	4	I/S	N/A
Hispanic	5	100.0	4	I/S	5	80.0	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	286	99.0	272	19.1	279	90.7	N/A
Disabilities other than speech	31	87.1	26	0.0	42	59.5	YES
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	311	97.7	298	17.4	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	1	I/S	4	I/S	N/A
Non-Limited English Proficient	317	97.8	297	17.5	317	86.4	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	63	95.2	49	6.1	69	73.9	N/A
Full-pay meals	254	98.4	249	19.7	252	90.1	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	410	96.8	14.5	26.7	31.8	27.0	69.0	YES	YES
<b>Gender</b>									
Male	202	96.0	16.7	28.6	30.2	24.5	66.1	N/A	N/A
Female	208	97.6	12.4	24.9	33.3	29.4	71.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	304	96.7	8.5	23.2	34.8	33.4	77.8	YES	YES
African-American	89	97.8	34.1	38.8	21.2	5.9	40.0	YES	YES
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	25.0	33.3	16.7	25.0	50.0	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	338	98.5	7.9	24.6	35.6	31.9	78.7	N/A	N/A
Disabled	72	88.9	48.4	37.5	12.5	1.6	18.8	YES	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.8	14.5	26.7	31.8	27.0	69.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	30.0	30.0	40.0	N/A	50.0	I/S	I/S
Non-Limited English Proficient	399	96.7	14.1	26.6	31.6	27.7	69.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	107	93.5	33.3	33.3	24.2	9.1	43.4	YES	NO
Full-pay meals	303	98.0	8.2	24.5	34.4	33.0	77.6	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	410	96.6	13.8	28.1	32.4	25.8	71.7	YES	YES
<b>Gender</b>									
Male	202	95.5	15.7	22.0	33.0	29.3	73.3	N/A	N/A
Female	208	97.6	11.9	33.8	31.8	22.4	70.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	304	96.7	9.9	25.3	33.1	31.7	77.5	YES	YES
African-American	89	96.6	27.4	36.9	28.6	7.1	51.2	YES	YES
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	14	92.9	16.7	41.7	33.3	8.3	66.7	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	338	97.9	6.7	26.6	36.1	30.6	81.7	N/A	N/A
Disabled	72	90.3	49.2	35.4	13.8	1.5	21.5	YES	YES
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	96.6	13.8	28.1	32.4	25.8	71.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	11	100.0	20.0	40.0	20.0	20.0	60.0	I/S	I/S
Non-Limited English Proficient	399	96.5	13.6	27.7	32.7	25.9	72.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	107	94.4	28.0	36.0	28.0	8.0	53.0	YES	NO
Full-pay meals	303	97.4	8.9	25.3	33.9	31.8	78.1	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 1,774)

Retention rate	7.7%	Up from 0.4%	7.5%	9.1%
Attendance rate	98.7%	Up from 94.1%	96.2%	96.0%
Eligible for gifted and talented	0.0%	No change	12.4%	5.8%
With disabilities other than speech	16.3%	Up from 15.8%	13.6%	12.7%
Older than usual for grade	6.6%	Up from 6.2%	7.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Down from 0.8%	1.7%	1.6%
Enrolled in AP/IB programs	10.6%	Down from 10.7%	16.7%	10.2%
Successful on AP/IB exams	62.0%		53.7%	53.8%
Annual dropout rate	1.0%	Down from 2.7%	2.7%	2.7%
Career/technology students in co-curricular organizations	12.7%	Up from 12.0%	1.0%	3.6%
Enrollment in career/technology center courses	873	Up from 715	562	466
Students participating in worked-based experiences	50.2%	Up from 20.9%	23.5%	25.7%
Career/technology students mastering core competencies	76.7%	Up from 73.1%	80.5%	77.7%
Career/technology completers placed	100.0%	No change	100.0%	99.3%

Teachers (n= 109)

Teachers with advanced degrees	60.6%	Up from 58.1%	57.3%	52.0%
Continuing contract teachers	84.4%	Up from 81.9%	83.3%	82.1%
Highly qualified teachers**	92.4%	N/A	91.3%	89.5%
Teachers with emergency or provisional certificates	7.3%		6.2%	8.6%
Teachers returning from previous year	90.1%	Up from 88.8%	88.6%	86.2%
Teacher attendance rate	94.4%	Down from 94.9%	95.7%	95.3%
Average teacher salary	\$42,936	Up 1.6%	\$41,772	\$41,060
Prof. development days/teacher	11.8 days	Up from 11.0 days	10.7 days	10.6 days

School

Principal's years at school	0.0	Down from 0.5	3.0	3.0
Student-teacher ratio in core subjects	25.6 to 1	Up from 23.9 to 1	29.1 to 1	26.4 to 1
Prime instructional time	91.0%	Up from 87.7%	90.5%	90.0%
Dollars spent per pupil*	\$6,298	Up 3.2%	\$6,111	\$6,310
Percent of expenditures for teacher salaries*	61.7%	Down from 63.4%	58.3%	57.9%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	91.6%	Up from 90.0%	85.4%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

James F. Byrnes continued a tradition of success in academics, fine arts, athletics, extra-curricular activities and community service during the 2003 - 2004 school year. The faculty, administration, and students continue to focus on student achievement as the number one priority for the school. Increased enrollment in honors courses reflects the choice by students to participate in a challenging curriculum that will prepare them for post-secondary education. Byrnes has partnered with Spartanburg Technical College to offer dual college/high school credit courses to enrich our curriculum. A total of thirteen courses with the potential for earning college credit while attending Byrnes are offered. State of the art computer software programs allow students to prepare for standardized tests such as the high school exit exam, SAT, PSAT and ACT. A passing rate of over eighty-five percent on state Algebra 1 end of course exams demonstrates the success of our students. Our professional development plan featured teachers evaluating the level of classroom assessments based on Bloom's taxonomy of critical reasoning and how closely it matched state standards.

Our students excelled in all areas of student involvement. They served as mentors and tutors for young children in area elementary schools and community centers. Students contributed over twelve thousand cans of food for an area food bank in our community, and they raised over ten thousand dollars in one week for the Relay for Life cancer program. The Byrnes Rebel Regiment marching band won the upper-state championship for the twelfth consecutive year and placed second in the state, continuing a sixteen-year chain of success placing either 1st or 2nd. Students in our orchestra, band, and chorus won superior ratings in regional and state competitions. Visual art pieces won state awards. Byrnes technology students won awards at both the state and national level. The Rebel varsity football team won the Division II AAAA state championship for the second consecutive year and finished the year with a school record undefeated season. Byrnes also had individual state championship winners in wrestling and track. Our student athletes excelled at every level of competition.

Our efforts to be a family friendly and community-centered school were rewarded as we were named a Red Carpet Award winning school. Byrnes High School experienced an award-winning year in every aspect of school life. We continue to focus on preparing our students to be successful in an ever-changing world.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	109	260	54
<b>Percent satisfied with learning environment</b>	94.5%	80.6%	77.4%
<b>Percent satisfied with social and physical environment</b>	92.6%	85.3%	79.6%
<b>Percent satisfied with home-school relations</b>	81.3%	84.9%	59.3%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.